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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 8 1969 No. 1

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The bulk of the materials listed in the present issue was published in the period of time from August 1st, to October 30th, 1968.

LAWS AND LEGISLATION

1. Okólnik z dnia 28 maja 1968 r. w sprawie polepszania składu społecznego uczniów w liceach ogólnokształcących. (Circular Issued by the Ministry of Education and Higher Education, May 28,1968,concerning the Social Structure.of High School Pupils).Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. B-8 Item 63.

   In the last ten years the percentage of pupils of working class (urban and rural) origin in high schools diminished; the present social structure of high schools does not correspond to the social structure of the country. The situation must be corrected; following means are recommended:
   1. increase of the number of children of working class origin accepted to high schools in the school year 1968-69,
   2. children of working class origin should be given preference in the distribution of places in boarding-schools,
   3. increase of the number of grants for children of working class origin,
   4. organization of additional classes and extramural activities for these pupils,
   5. school youth organizations should offer all kinds of assistance to the pupils,
   6. educational and tutorial work should be more developed.

2. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 29 kwietnia 1968 r. w sprawie eksternistycznego egzaminu z zakresu programu nauczania szkoły podstawowej dla pracujących. (Ordinance Issued by the Minister of Education and Higher Education, April 29, 1968, concerning External Final Primary School Examinations for Adults). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. B-7 Item 51.

   The ordinance establishes a legal basis for the organization of external examinations in the program of primary schools for adults. Detailed rules included, are grouped under the following headings:
   1. General Rules.
   2. State Examination Commission.

3. Qualifying Candidates for the Examination.
4. Examinations Proper.
5. Conclusions.

3. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 9 maja 1968 r. w sprawie statutu przedszkola specjalnego. (Ordinance Issued by the Minister of Education and Higher Education, May 9, 1968, concerning the Charter of Special Nursery Schools). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. B-7 Item 52.

The charter of special nursery schools for handicapped children (age group 4-7) contains the following sections:
1. Aims and Tasks of Special Nursery Schools.
2. Organizational Principles.
3. Organization of Education and Medical Care.
4. Headmasters and Pedagogical Councils.
5. Educational and Other Staff.
6. Parents, Parents' Committees, Assisting Committees.
7. Administrative and Economic Activity.
8. Conclusions.

4. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 29 sierpnia 1968 r. w sprawie wprowadzenia do planów nauczania dodatkowych zajęć z wychowania obywatelskiego. (Ordinance Issued by the Minister of Education and Higher Education, August 29, 1968, concerning the Introduction of Additional Classes in Citizenship Education into the School Program). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego 1968 No.B-11 Item 93.

The ordinance concerns the introduction of classes in citizenship education to the program of all types of secondary schools for young people. The subject is to develop desirable social and political attitudes of young people, to inform them about current events in Poland and abroad, as well as to organize social activities in and outside school by means of school selfgovernment. The classes should be conducted by teachers of the subject with the cooperation of students' organizations.

GENERAL INFORMATION ON EDUCATION

5. CYRANKIEWICZ, JÓZEF. Pierwsza inauguracja Uniwersytetu Śląskiego. (The First Inauguration at Silesian University). Życie Warszawy.XXV 1968. No.237(7770) p.4.

Inaugural address by Prime Minister, Mr Józef Cyrankiewicz to the staff and students of the newly-founded Silesian University in Katowice. When in 1944, the Maria Curie-Skłodowska University in Lublin inaugurated the first academic year in liberated Poland the situation of advanced education in the country was tragic: ruined buildings, plundered libraries and laboratories, heavy losses of the teaching and scientific staff. The existence of 77 advanced schools (as compared to 32 before the war) at present, shows an immense development of education in Poland. The organization of a new university in Silesia documents the universal development of this district which after long ages of separation from the motherland, again belongs to Poland.

6. GOMUŁKA, WŁADYSŁAW. Aktualne węzłowe problemy nauki i szkolnictwa wyższego. (Current Problems of Science and Higher Education). Życie Warszawy. XXV 1968. No. 254 (7787) pp. 3-4.

A speech by the First Secretary of the Party, Władysław Gomułka, addressed to the representatives of science and higher education gathered at a special meeting in the Central Commitee, on September 15, 1968. Following problems pertaining to the development of science and higher education are considered of basic importance:

1. desirable development of social sciences which have been influenced by revisionist and reactionary forces,
2. ideological education of the young (the political sciences departments),
3. the leading role of the party in institutions of science and higher education,
4. the Marxist method in scientific works (history),
5. forming socialist attitudes (the impact of political situation in Poland and abroad),
6. modern organization of scientific and teaching processes,
7. concentration on scientific research applicable in industry and technology.

7. PODOSKI, KAZIMIERZ and PIASECKI, BOGDAN. Koszty kształcenia i wykształcenia. (Costs of Training and Education). Nowa Szkoła. 1968 No. 6 pp. 2-6.

Results of an investigation on the costs of training and education conducted by the Advanced School of Pedagogy in Gdańsk. The investigation was conducted in primary, secondary and vocational schools in Gdańsk Voievodship (both

in urban and rural environments). Analysis of the results obtained leads up to the folowing conclusions:
1. the network of schools in rural districts must be reorganized (costs of training there are too high at present),
2. further investigation on the costs of training and efficiency of medical schools, vocational schools and junior agricultural colleges, are necessary,
3. the present system of teachers' training (costs and efficiency), should be reconsidered.

8. PODOSKI, KAZIMIERZ. Planowanie perspektywiczne szkolnictwa ponadpodstawowego. (Long-Range Planning of Education). Nowa Szkoła. 1968 No. 7-8 pp. 6-11.

Long-range planning of education (secondary and advanced levels) should be based on the following elements:
1. needs of national economy,
2. necessity of raising general standard of education in society,
3. financial and material factors,
4. general developmental trends in education throughout the world,
5. correlation between the educational standard and the efficiency of work.

Concrete proposals for educational planning in Poland are:
1. continuation of planning works,
2. prolongation of obligatory schooling to nine years by the year 1985,
3. development of university education,
4. organisation of post-graduate vocational courses,
5. differentation of high school programs,
6. consulting subjective individual interests,
7. training teaching staff for schools of all levels,
8. reform of the school network in the country,
9. preparation of several variants of the plan,
10. critical analysis of the present data.

9. SUCHODOLSKI, BOGDAN. Węzłowe problemy wydawnictw naukowych. (Basisc Problems of Scientific Publications). Nauka Polska. XVI 1968 No.1(73) pp. 33-43.

Rapid development of science necessitates the increase of scientific publications (in Poland the increase ratio is comparatively low). At the same time the evaluation criteria should, in some cases, become more severe (specially those concerning the length of scientific

reports and papers). The role of scientific publications in the formation of scientists' workshops is indisputable yet utility of some works is questionable (archival publications, bibliographies of trifling subject, unselected documents, etc.). Popular publications are necessary, yet their character should be changed, and standard improved. New types of publications concerning: synthetic presentation of science, its social role and history are badly needed. Popularization of Polish science abroad is an important problem, so far not properly solved (poor translations, chaotic program). Distribution of scientific publications should be also reformed (better information, qualified booksellers).

10. Zadania w dziedzinie rozwoju badań naukowych i oświaty. (Scientific and Educational Tasks). Głos Nauczycielski. LI 1968 No. 29 pp. 4-5.

Discussion problems for the 5th Congress of the Polish United Workers' Party concerning the development of science and education:

1. concentration of research works necessary for the development of the national economy,
2. reorganization of structure of universities and research institutes,
3. political education of young people,
4. preparation of proper and exhaustive programs in citizenship education, history and literature for primary and secondary schools,
5. elimination of revisionistic tendencies from university departments of philosophy, sociology and political sciences,
6. reform of the system of training teachers (of all levels),
7. popularization of secondary and advanced education,
8. improvement of the system of vocational training (factory schools, junior agricultural colleges),
9. development of advanced technical studies,
10. securing equal starting point for all groups in society (the increase in the number of students of the working class background).

11. Zadania w nowym roku szkolnym. (Tasks in the Coming School Year). Głos Nauczycielski. LI 1968 No. 35 pp. 1 and 4-5.

A press interview with the Chairman of the Polish Teachers' Union, Mr Marian Walczak on

the tasks of the Union in the coming school year. Active participation of the Union in all educational projects in the country is well-established, vide introduction and realization of the primary school reform, discussion on advanced studies for techers or all levels of schools. In the school year 1968-69, the Union will participate in the following works:

1. critical analysis of the realization of the vocational education reform,
2. further discussion on new teaching programs and textbooks,
3. preparation of various forms of training for practising teachers,
4. ideological activities connected with current political events (the 5th Congress of the Polish United Workers' Party, the 25th anniversary of the Polish Army, the 50th anniversary of Independance),
5. participation in works aiming at further improvement of the living standard of teaching staff.

See also: 90

SOCIAL AND EDUCATIONAL SCIENCES

12. ANYŻEWSKI, JERZY. Z badań nad wpływem wychowania fizycznego na rozwój dzieci w wieku 7-9 lat. (The Impact of the Physical Education Program on the Development of 7-9 Years Old Children). Wychowanie Fizyczne i Higiena Szkolna. XVI 1968 No. 5-6 pp. 20-28.

Primary Schcol No 21 in Toruń organised a long-run experiment aiming at the establishment of the impact of the physical education program on the development of school children. Four aspects of this development were regularly tested:

1. physical development,
2. development of physical fitness,
3. intellectual development,
4. development of social instincts and adjusting abilities.

First analysis of the gathered material implies desirable impact of a specially designed program of physical education on the harmonious development of the child's body and mind.

13. DENISIUK, LUDWIK. Problemy wychowania fizycznego młodszych dzieci. (Problems of Physical Education of Young Children). Wychowanie Fizyczne i Higiena Szkolna. XVI 1968 No. 5-6 pp. 7-14.

The process of physical education must be adjusted to the development of children's motoric skills. An attempt was made to determine the dynamics of this development. Two methods were applied: an analysis of the results obtained in a test on physical fitness of primary and secondary school pupils, conducted in 1963 in Warsaw, and an experimental application of the physical education program introduced for four years (1959-1963) to the first four grades of primary schools. It was established that the development of motoric skills of boys and girls differs considerably and is not to be identified with the somatic development (height and weight). Practical conclusions of the experiment are following:

1. physical education classes should be conducted by specialists,
2. girls and boys should have seperate programs of physical education.

14. DENISIUK, LUDWIK. Program WF a sprawność młodzieży szkolnej. (School Program of Physical Education and Physical Fitness of School Pupils). Warszawa, Sport i Turystyka, 1968. 199 pp.

Rapid development of science and technology increases the discrepancy between the rhythm of life and physical fitness of man (nervous system being specially overstrained). The tension is also felt by children, hence investigations aiming at discovering means of lessening them. The Minister of Education organized an experiment based on the French "mi-temps pedagogique et sportifs" method covering 50 schools throughout the country during the period of three years. The experiment established:

1. boys and girls in high schools should have at least one hour of organized movement every day; the number of classes in primary schools should be increased (especially for girls),
2. the subject should be taught by qualified teachers on all levels,
3. the development of motoric skills must be checked by a physical fitness test,
4. teachers should form pupils' habit of doing motoric exercises during their leisure-time,

5. grades should be divided into groups of children of the same standard of physical development,
6. cooperation between physical education teachers and school doctors is absolutely necessary.

15. DUDO, TADEUSZ. Kryteria ocen. (Grading Criteria). Wychowanie Techniczne w Szkole. VIII 1968 No. 7(71) pp. 310-316.

The author presents his experiment of introducing objective grading criteria for evaluating pupils' progress in technical education classes in grade 8 of primary school. Grading criteria are based on three theoretical elements: capacities, information (knowledge on the subject) and behavior (realization of assigned tasks). The graphic table of grading criteria, presented in the article, is prepared for the teaching program of the technical education subject postulating the integration of theory and practice. This form of objective evaluation of pupils' progress had a desirable impact on the teaching results (the increase of pupils' interest in the subject).

16. FRĄTCZAK, JAN. Możliwości i metody stosowania audycji telewizyjnych w nauczaniu i wychowaniu na zajęciach z przyrodoznawstwa. (How to Use TV Educational Program in Teaching the Natural Science). Klasy Łączone. XI 1969 No. 4-5 (59-60) pp. 292-303.

The teaching program of biology stresses the importance of observations of natural processes, hence the development of school biology laboratories, experimental gardens, etc. Yet organization of some demonstrations in class is sometimes difficult, often impossible; in such cases films or TV programs can considerably help. Advantages of these aids are:

1. they show facts and phenomena in an organized selected way, excluding everything superfluous,
2. they magnify objects which in nature are unnoticeable,
3. they present animals in their natural environment,
4. they liquidate geographical barriers showing distant or inaccessible places.

TV educational programs and films develop pupils' interest in the subject, teaching, at the same time, a skill of observation, and a sense of perception.

17. GAWRAK, ZBIGNIEW. Film o sztuce - nowa szansa dydaktyki. (The Role of Art Films in Teaching). Nowa Szkoła. 1968 No. 6 pp. 26-29.

According to the author art films concern not only fine arts (painting, sculpture, graphic art), but also architecture, music, theatre, ballet, folklore. The role of art films in teaching is universally accepted. There is often, however, a disproportion between theoretical appreciation of the role of this audio-visual aid, and its practical application in school work. Classification of art films can serve as a basis for a discussion on the possibilities of their use; the author divides art films into following categories:
1. educational films for schools,
2. popularizing films,
3. impression films,
4. reportage-films.

18. GODYCKI, REMIGIUSZ. Dydaktyczne problemy semiotechniki. [R.E.] (Didactic Problems of Semiotechnology). Kwartalnik Pedagogiczny. XIII 1968 No. 3(49) pp. 161-173.

Semiotics (the name derived from Greek semioticos) is a new branch of science concerning the theory of signs (visual, phonetic, mathematical, logical, artistic, etc.). Semiotechnology is a part of semiotics related to technical disciplines and based to a large extend on the theory of teaching. Semiotechnology deals with designig sign tools for definite usage (usually a further transfer of received information). Among the problems to be worked out by semiotechnology are: international language system, optimal utilization of coins, determination of ethnic languages orthography, unification of mathematic symbols, etc. Several of the problems are of great social importance, and their theoretical evaluation can have extensive practical application.

19. JUNDZIŁŁ, IRENA. Próba badania uspołecznienia dzieci i młodzieży. (Test on Social Attitudes of Children and Adolescents). Ruch Pedagogiczny. X(XLII) 1968 No. 3 pp. 313-321.

The author presents a test for investigating social attitudes of children and adolescents. Social attitudes are, according to the author's definition, a willingness to subject one's personal interests to the interests of a wider social group (secondary, not characterised by personal contacts and identification). Thus conceived notion of social attitudes contains

cognitive, emotional and motivating elements; the same elements are included in the test, which consists of three groups of questions:
1. the image of the world's social problems,
2. evaluation of, and emotional attitude to social problems,
3. operative system (concrete propositions).
The test is prepared for 13-15 years old, yet with some modifications can be used for younger or older children.

20. JURKOWSKI, A. Rozumowanie przez analogię u dzieci w wieku szkolnym. (Reasoning by Analogy on Part of School Chindren). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 194 pp.

A developmental sketch on the reasoning by analcgy based on Piaget's theory of mental development. The author examined a number of children (9-14 years old), checking their reasoning abilities by means of the analogy test. The results obtained established that a number of operative solutions is proportionate to the respondent's age (an ability of reasoning by analogy increases with age). The conclusion, which verified the author's introductory assumption before the investigation, is discussed from the point of view of its theoretical implications (an extensive bibliography of the subject), and practical proposals for further research.

21. KRZYSZTOSZEK, ZOFIA. Współczesne rozumienie stosunku nauczyciel - uczeń. (Modern Comprehension of the Teacher - Pupil Relation). Problemy Opiekuńczo-Wychowawcze. 1968 No. 9 pp. 5-7.

For centuries, the teacher-pupil relation was understood in the Greek sense, dominated by the idea of the direct impact of the teacher's personality on the pupil's development. Popularization of education had to change the individualist concept of education, and so arouse the conflict between naturalistic and sociological concepts of education. Nowadays, thecreticians of education agree that there is no essential discrepancy between social demands and individual needs of children, yet in educational practice the clash between the two often appears. In the socialist system, educationalists propose two methods of solving the problem: the idea of progressiveness and the idea of involvement. These ideas translated into the language of practical directives and suggestions prove extremely effective in everyday educational practice.

22. ŁOBOCKI, MIECZYSŁAW. Rola zasad organizacji pracy uczniów w procesie wychowawczym. (Principles of Organization of Pupils' Work in the Educational Process). Klasy Łączone. XI 1968 No. 4-5 (59-60).pp. 219-225.

Educational influences of school are not spontaneous or aimless, but they result from a better or worse organization of pupils' work and life.Every school applies in its activity a definite teaching and educational program practically realized. Proper organization of pupils' work determines the efficiency of all educational activities of the school. The organization must be based on special principles (worked out by Professor Konstanty Lech):
1. principle of humanization,
2. principle of cooperation and harmony,
3. principle of discipline and order,
4. principle of economy,
5. principle of rationalization.

23. ŁUKASZEWSKI, WIESŁAW. Kara i frustracja. [R.E.] (Punishment and Frustration). Psychologia Wychowawcza. XI (XXV) 1968 No. 3 pp. 363-375.

A number of punishments can create frustration on part of the punished. When an individual considers punishment an obstacle in attaining a goal, the original direction of activity is preserved, and following responces may occur: giving up the goal as unattainable or setting up a substitute goal.In this situation punishment makes the individual realize that his organization of activities is faulty. Another problem is punishing postfrustration aggression. Breaking through the "punishment--aggression-punishment" cycle is not easy, since the tendency to manifest aggression has been fixed by previous misdemeanor and the effect of punishment is either temporary regression of aggressive behaviour, or, more often, its transfer to other undesirable goals.

24. MAŁKOWSKI, LEON. Ogólnopolska wystawa twórczości technicznej dzieci i młodzieży. (National Exhibition of Children's and Adolescents' Technical Works). Wychowanie Techniczne w Szkole. VIII 1968 No. 7 (71) pp. 296-305.

A report on an exhibition of children's and adolescents' technical works organized in the Palace of Youth in Katowice. The aim of the exhibition was:
1. to present the achievements of schools and other educational institutions in forming technical skills of young people,

2. to show main groups of technical interests of the young,
3. to emphasize the need for and possibilities inherent in the technical education program and its various forms.

It seems advisable to organise such exhibitions regularly (every two years), as they give an opportunity for checking the progress of technical skills and of directing it in a desirable way.

25. MARCINIAK, TADEUSZ. Dydaktyzm czy leseferyzm w wychowaniu plastycznym. (Didacticism or Laisser-faire in Artistic Education). Plastyka w Szkole. VIII 1968 No. 5-6 (70) 163-171.

There are two concepts in the realization of the artistic education program:
1. didacticism - based on a traditional assumption that school can teach everything (creation and perception of art included);
2. laisser-faire - a New School theory emphasizing the role and value of spontaneity, freedom and independent development of the child.

Careful analysis of both theories leads up to the conclusion of the necessity of their integration. School is to organize children's development which can otherwise become chaotic and aimless. Only active and creative cooperation of teachers and pupils can secure proper educational results in all fields (artistic activity included).

26. MARKIEWICZ, WŁADYSŁAW. Rola marksizmu we współczesnych naukach społecznych. (The Role of Marxism in Modern Social Sciences). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 3-14.

Till the beginning of the twentieth century the theory of Marx was almost totally ignored by bourgeois scientists. Nowadays, the situation is completely different, yet there is some danger of distortion inherent in its popularity. One of the interpretative tendencies emphasizes the seeming discrepancy between "young" and "old" Marx, another, the so-called neo-Marxism represented by Herbert Marcuse, is based on nihilistic anarchism. Critical evaluation of the latter is one of the main tasks of social scientists in the socialist countries, especially as Marcuse's theory seems to have a great impact on the students' movement in the West.

27. MICHAJŁOW, WŁODZIMIERZ. Nauczanie biologii w szkole - problemy i perspektywy. (Teaching Biology at Schools - Problems and Perspectives). Biologia w Szkole. XXI 1968 No. 4 (110) pp. 2-15.

The development of biology as a science depends to a large extend on the school program of the subject. Basic principles learned at school (primary, secondary and subsequently advanced) determine interests and abilities of the future scientists. An analysis of the research program in biology in the world shows a dominance of ecology and molecular biology over traditional descriptive part of the science. The Polish perspective plan of the development of science includes two research subjects: problems of nutrition, and organization of human environment (both based on new sections in the natural sciences). Polish school programs of biology still favour the descriptive systematization, thus being removed both from the universal development tendencies and actual economic and social needs of the country.

28. MILLER, ROMANA. O próbach mierzenia wyników wychowania. (Measuring Educational Results). Życie Szkoły. XXIII 1968 No. 7-8 (255-256) pp. 8-14.

Measuring educational results is much more difficult than evaluating teaching results. Educational results concern a whole group, subjected to educational influences, and all individual participants of the group, and should be evaluated by comparing it to the ideal model (of a group or an individual). Analysis of results of educational influence shows that they are to a large extend determined by good formulation and planning of concrete educational tasks. Abstract tasks in the form of beautiful but vague slogans are immeasurable, concrete practical tasks well presented and organized can be evaluated by various means (tests, sociograms, questionnaires), and, in the long run, prove more effective.

29. MILLER, ROMANA. Z rozważań nad edukacją teatralną. [R.E.] (Remarks on the Theatre Education). Kwartalnik Pedagogiczny. XIII 1968 No. 3(49) pp. 129--147.

Education-through-the theatre (and films) is a part of an integrated education-through-art program. Confronted with the theatre world of fiction the child enlarges his view of reality

thus increasing his general knowledge. The theatre has a special significance for small children (age groups 3-10) as it helps them to differentiate between themselves and their environment, and to perceive the objective world as their own domain. An analysis of the theatrical experiences of children and young people show the evolution of the theatre-reception (from the naive to the consciously appreciative). Moreno's theory of phychodrama points out other educational values of the theatre (theatricals of handicapped children).

30. NAWROCZYŃSKI, BOGDAN. O wychowaniu i wychowawcach. (On Education and Educators). Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 280 pp.

A collection of twelve pedagogical papers written by the author at different times and for different aims. They are collected on the basis of common principle that teaching and training processes can never be separated from education (though the last is determined not only by schools but by various extramural factors: environmental, racial, cultural, professional, etc.). Contents:

I. Studies in Comparative Pedagogy.
   1. Comparative pedagogy.
   2. The Jena Plan.
   3. Comprehensive school.
   4. Education for leisure.

II. Studies on Education.
   5. Forcing or liberating?
   6. Bertrand Russel on teacher's functions.
   7. School settlements in rural districts.
   8. In the search for man.

III. Studies on Educators.
   9. W. Humboldt on man and education.
   10. Frederick Schiller's esthetic education.
   11. Career of J.F. Herbart's pedagogical theory.
   12. J. Dewey in the USSR and the USA.

31. OKOŃ, WINCENTY. Wyniki nauczania a postęp pedagogiczny. (Teaching Results and Pedagogical Progress). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp. 87-109.

Teaching results are indicators of pedagogical progress. Evaluation of results obtained allows a swift orientation in the school work (realization of the school program, improvement of the efficiency of teaching, etc.). The first scientific research on teaching results was conducted in 1928, then continued on a larger scale in 1936. After the war, works

on this subject were resumed, some of the tests being applicable for a long period of time. Research on this problem has been also conducted on an international scale (in 1960 in 12 countries). Present works, beside checking actual teaching results, aim at formation of best measuring tests and methods.

32. PIELASIŃSKA, WIESŁAWA. Ekspresja - problem pedagogiczny. (Expression as a Pedagogical Problem). Plastyka w Szkole. VIII 1968 No. 5-6 (70) pp. 130-136.

Expression is an ambiguous term, with many philosophical and colloquial, theoretical and practical meanings. It is differently defined, yet always connected with its original sense derived from the Latin word expressio standing for physical presentation of psychological situations or states. Traditionally expression is linked to art (hence esthetic theory of expression is most thorough), nowadays expression becomes a subject of interest for pedagogy (both theoretical and practical). In pedagogy expression stands for child's spontaneous deliverance in artistic forms. New synthetic theories of education aim at integration of esthetic and pedagogical aspects of expression.

33. PUTKIEWICZ, ZYGMUNT. Wskaźniki liczbowe jako ocena testów wiadomości. (Number Indicators and Evaluation of Tests). Ruch Pedagogiczny. X (XLII) 1968 No. 3 pp. 330-338.

The problem of finding appropriate methods of estimating pupils' knowledge is one of most important in pedagogy. Tests are one of new forms of controlling teaching results in various subjects, and are applied when a high degree of accuracy in appraising pupils' knowledge of the program, is needed. Collected tests can be appraised totally (one grade for a whole work), or separately (every answer graded, final grade being an average of all sub-grades). The author proposes to appraise tests in point scale wider than school-grades scale, the points being later "translated" into normal grades. This method of grading secures great objectivity and fairness.

34. RÓŻYCKA, JADWIGA. Badania nad współzależnością między rozwojem umysłowym a fizycznym dziecka. (Interdependence between Children's Mental and Physical Development). Wrocław, Ossolineum, 1968. 96 pp.

Better standard of living and increased medical care prompt physical development of chil-

ren and adolescents. Does the quickened process of physical development prompt or hinder psychic and mental development? Theoreticians and parents tend to believe there is an interdependence (bigger children being more mature), though there are some opinions for the inverted ratio (bigger being slower). The author's research on the subject led her to the following conclusion: both physical and mental development are determined by two groups of factors: endogenic and egzogenic, yet the latter group is decisive for mental development, the former for physical. Their activity can coincide (resulting in the same developmental ratio), or differ (then there is no relation between mental and physical growth).

35. RUDNIAŃSKI, JAROSŁAW. Uczeń w domu. (Pupils at Home). Warszawa, Nasza Księgarnia, 1968. 199 pp.

The author treats pupils as intellectual workers whose tasks, in many cases, exceed their capacities. Help and assistance of parents, especially in the early period, are indispensable. The book directed mainly to parents deals with the following problems:

1. Specific character of brain work.
2. Conditions of work (organization of pupil's workshop at home).
3. Atmosphere and style of education (need for love and affection).
4. Forms of assistance.
5. Methods of doing homework (writing compositions, learning by heart, studying foreign languages).
6. The fourth dimension (ratio of work - and leisure - time).

36. RUDNIAŃSKI, JAROSŁAW. Umiejętności szkolenia. (Teaching and Training Abilities). Warszawa, Książka i Wiedza, 1967. 126 pp.

Polish educational system includes many forms of training (stationary, extramural, correspondence, evening, etc.) devised for various age- and profession- groups. The quantity of training is not always accompanied by high quality, however. The author treats the whole educational system in a dynamic way: all the elements are interdependent and connected. A successfull functioning of the system depends on the efficiency of training at every level, the efficiency in turn, being determined by the active participation in the teaching process. The author discusses several methods of increasing the activity of both teachers and

students. An extensive bibliography on the subject is included.

37. SAWICKI, MIECZYSŁAW. Metodologiczna analiza materiału nauczania fizyki. (Analysis of the Teaching Program Material in Physics). Klasy Łączone. XI 1968 No. 4-5 (59-60) pp. 226-239.

Analysis of the teaching program material in physics has both theoretical and practical values. It is specially important for young teachers who have a tendency to treat elements of the teaching program equally, regardless of the hierarchy of logical structure. The program of physics contains nowadays three new elements: history of physics, elements of other disciplines (technology), elements of physical methodology (not yet included in the Polish school programs). All these changes, as well as the general development of physics, necessitates a preparation of a new analysis of the teaching program (the last one was excellently done 30 years ago by Professor H.Jeżewska). The present article contains the author's proposal of such an analysis.

38. SOBACKI, BOLESŁAW. Rozkład materiału nauczania podstawą efektywności pracy dydaktyczno-wychowawczej. (Distribution of Teaching Material as a Basis for the Efficiency of Educational Work). Klasy Łączone. XI 1968 No. 4-5 (59-60) pp. 275-280.

Distribution of teaching material is strictly connected with planning of educational work. The importance of this function is scientifically confirmed by the basic aims of the socialist school: it secures proper organization and systematic realization of school work, integrates theory and practice, combines education with teaching, and helps teachers in their preparation for every class. Badly planned unsystematic work is unproductive and time-consuming. The teaching material should be distributed according to the general aims of the program and actual possibilities of pupils.

39. SOKÓLSKA, JOANNA. Wpływ różnych form pracy grupowej na wyniki w nauce. (The Impact of Various Forms of Collective Work on Teaching Results). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp.223-236.

Problem teaching combined with pupils' group work is a method of independent acquisition of knowledge in the course of solving problems presented by teachers or pupils themsel-

ves. All groups in the same grade can work either on the same problem or on different ones. The experimental application of this method was carried out by the author during Polish and biology classes in grade 5 of the Primary School No. 164 in Warsaw. Teaching results obtained in this grade prove the method more efficient than traditional forms of classes in these subjects.

40. SUCHODOLSKI, BOGDAN. Perspektywy rozwoju oświaty w Polskiej Rzeczypospolitej Ludowej. [R.E.] (Perspectives for the Development of Education in the Polish People's Republic). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp. 3-18.

In planning the development of education it must be decided whether education should be adjusted to future conditions of life, or whether present day education will determine the life of the future. Demographic development of Poland with all its consequences has doubtlessly a great impact on the educational program preparing for life and work in society. Planning of specialists training is related to economic planning. An analysis of existing demographic, economic and social processes leads up to postulates for prolongation of future obligatory schooling to the age of eighteen, and theoretical differentiation of general education. The adaptive and reconstructive role of education is indisputable in the formation of socialist society.

41. SUCHODOLSKI, BOGDAN. Problemy rozwoju oświaty w świecie współczesnym. (Development of Education in the Modern World). Nowa Szkoła. 1968 No. 5 pp. 36-42.

The explosion of education in the twentieth century, is determined by the growing needs of economy, technology and culture on one hand, and by the democratization of educational requirements on the other. These determinants differ in various countries and on various continents. Yet the regularity of their appearance is universal (reflected in educational planning and national budgets throughout the world). The development of education is accompanied by critical evaluation of the present systems of training. This criticism though manifested in various forms and with various degrees of intensity is again a universal phenomenon. In spite of the educational explosion a large percentage of the world's population is still outside the system (primary education in the developing countries is

accessible to a relatively small number of school-age children), and another group does not really profit by it (drop-outs on all levels, unemployed university graduates, etc.).

42. TROJANOWSKA, ANNA. Ekspresja plastyczna dzieci. (Children's Artistic Expression). Plastyka w Szkole. VIII 1968 No. 5-6 (70) pp. 147-155.

Spontaneous artistic expression of children has two main functions: it serves as a kind of katharsis purifying some pent-up emotions or impressions, on one hand, and helps to communicate individual experiences, emotions or observations, on the other. While singing, playing, telling the story, painting or carving the child feels satisfaction derived from the awareness of his own value; and if he repeats any of these activities systematically his emotional and intellectual development is secured. Analysing various forms of children's plastic expression, the author shows the role of artistic education classes in the integration of emotional, intellectual, esthetic, and creative development of children.

43. TYSZKA, TADEUSZ. Podejmowanie decyzji. Badania nad subiektywnym prawdopodobieństwem. [R.E.] (Decision Making. Studies on Subjective Probability). Psychologia Wychowawcza. XI (XXV) 1968 No. 376-395.

A review of formal logical theories of decision making in conditions of uncertainty. Models based on the concept of maximalization of expected value (EV model), expected utility (EU model) and subjectively expected utility (SEU model) are investigated (the last characteristic for an ideal, fully consistent personality). Empirical research aiming at quantitative definition of subjective probability has not so far been successful: direct measurments based on introspection are not reliable, indirect measurements require a model describing human decisions in their actual course (none of the existing models guarantees necessary conformity). Attempts at measuring subjective probability must be based on a thorough realization of the psychological implications of the concept.

44. WIECHOWA, ANNA. O większą obiektywizację ocen. (Objective Grading Criteria). Nowa Szkoła. 1968 No. 7-8 pp. 53-56.

Five-minutes tests, very useful in evaluating pupils' knowledge, have a limited applicability

in the Polish language and literature classes. Pupils' progress in the subject include: their knowledge of the history and theory of literature, ability of logical reasoning, theoretical and practical command of grammar and orthography, good vocabulary, fluency of oral and written language. Hierarchy of grades should be following:

1. written works:
   a) in class,
   b) home assigmments,
2. oral reports,
3. preparation for and activity during classes.

Final grades schould be established on the basis of all above grades.

45. WILGOCKA-OKOŃ, BARBARA. Zagadnienie dojrzałości szkolnej w świetle dotychczasowych badań. [R.E.](Investigations on School Maturity). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp. 149-159.

Determination of necessary conditions to be fulfilled by children entering primary school is an important pedagogical problem. Studies on the subject have been going on for some time; first they centered round mental maturity of children before entering the school (W. Winkler, F. Krauze, K. Penning), then on the social maturity of children starting their school career (C. Buhler, L. Schenk-Dancinger).

Modern psychology finds maturity the result of development and learning. The latest experiments in Poland (J. Syski's registration sheets) were carried our for practical pedagogical needs,theoretical evaluation is still needed for final determination of school maturity.

46. WOJCIECHOWSKI, KAZIMIERZ. O jednolity system wychowania. (Uniform Educational System). Głos Nauczycielski. LI 1968 No. 37 pp. 1-2.

Discussion problems for the 5th Congress of the Polish United Workers' Party stress the importance of ideological and political education of the young in the present phase of the development of socialism in our country. This task calls for an organization of a uniform educational program for all educational institutions. Schools, as the most important part of the system, will realize the greatest section of the program. The responsibility of teachers is thus increased, and so is their social importance.

See also: 64, 65, 66, 67, 68, 72, 78, 82, 91, 94, 95, 97, 98.

THE TEACHER'S PROFESSION

47. BOHUCKI, JAN. Postawa moralna nauczycieli w ocenach uczniów. (Teachers' Moral Attitudes Seen by Their Pupils). Chowanna. XII (XXIII) 1968 No. 3 pp.338--348.

Moral education is an important component part of the pedagogical process. In school practice it is diffused in other forms of educational activities, and presented often by teachers as models of moral attitudes. The author conducted an investigation on pupils' appraisal of their teachers' moral attitudes. The investigation covered 1200 pupils of all grades of primary and secondary schools. The appraisal of teachers' moral attitudes can be divided into three periods (according to pupils' age):

1. introductory appraisal phase (7-9 years old) - attitudes of teachers are noticed and observed, but neither analyzed nor motivated;
2. subjective appraisal phase (10-13 years old) - the evaluation becomes more logical and penetrating;
3. objective appraisal phase(14-19 years old) - the evaluation of teachers' attitudes becomes more mature and concerns not only teachers-pupils relations,but also general social and human values of teachers.

48. GODLEWSKI,MICHAŁ.Kształcenie kadr dla szkolnictwa zawodowego - ważny problem reformy.(Training Staff for Vocational Schools - an Important Element of the Vocational Education Reform). Szkoła Zawodowa. 1968 No. 5 (290) pp. 28-31.

One of the basic conditions determining successful realization of the vocational education reform is good preparation of staff for vocational schools. The author presents the existing system of training, as well as proposals for its improvement concerning:

1. training of teachers of theoretical vocational subjects,
2. training of teachers of professions,
3. additional courses for practising teachers of vocational subjects,
4. training of teachers of general education subjects,
5. training of school directors.

49. IWANOWSKI, W. Kadry nauczycielskie. (Teaching Staff). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 168 pp.

The book consists of two main parts: the first deals with the development of educational and school systems as determinants of the dynamics of teachers' employment presented against the background of social political and economic transformations in Poland. The shortage of teachers causes such undesirable phenomena as extra-work hours, employment of unqualified staff and teachers of after-retirement age. The second part discusses reasons for the fluctuation of teaching staff and legal basis of work contracts. Statistical data and their analysis are inclued.

50. KOZŁOWSKI, JÓZEF. Organizacja i doskonalenie pracy nauczyciela. (Organization and Improvement of Teachers' Work). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 175 pp.

Integration of vocational work with personal life is a determinant of human success in the modern world. The phenomenon is specially important in the teaching career where teacher's personality and satisfaction derived from his work directly influences the progress of his pupils. The results obtained in the course of work as well as the very working process in turn develop and enrich teacher's personality: the relation and impact are mutual. Proper organization of teacher's work and constant improvement of teaching and scientific qualifications lead up to professional success. The present publication is directed to young teachers and centers round following problems:
1. living conditions of young teachers,
2. teacher's workshop,
3. understanding educational reality,
4. planning and programming classes,
5. determinants of the program realization,
6. teaching methods,
7. forms of improvement works.

51. KRAWCEWICZ, STANISŁAW. Problemy reformy systemu samokształcenia i doskonalenia zawodowego nauczycieli. [R.E.] (Problems of the Self-Instruction Program and Professional Training of Practising Teachers). Ruch Pedagogiczny. X (XLII) 1968 No. 3 pp.257-284.

Growing tasks and duties of schools determine the necessity of higher qualifications of teachers. Self-instruction programs and various forms of improving teachers' qualifications constitute, therefore, an integral part of educational policy. The program should be integrated with the work of school administrative authorities and the teachers' union (there

have been attempts to make it seperate). Apart from official requirements for improving teachers' qualifications, there is a noticeable interest in further studies on part of teachers themselves.

52. MALINOWSKI, TADEUSZ. Nauczyciel i społeczeństwo. (Teacher and Society). Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 285 pp.

According to Marxist thesis teacher determines the results of teaching and educational processes; in educational reforms, therefore, the improvement of teachers' training system should be considered of basic importance. It was not always the case, however. In the past pedeutology emphasized rather moral and ethical predispositions of teachers, than their professional qualifications. The author gives a historical sketch on the development of various theories on teacher's role, and then proceeds to such problems of the present time as:

1. teacher's function in the economic progress of the country,
2. teachers-parents relations,
3. teacher and pupils' psychic development,
4. school organization and teacher's duties,
5. teacher's personality model,
6. motivation of the choice of teaching profession, and recruitment system,
7. teacher's identification with the profession,
8. difficulties of teacher's work.

53. MILLER, ROMANA. O intensyfikację pracy wychowawczej w kształceniu nauczycieli w uczelniach wyższych. (Intensification of Educational Work in the Process of Training Teachers in Advanced Schools). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 23-30.

Socialism assumes that every work is a creative activity engaging the whole personality of a man. Vocational education therefore not only prepares for a profession, but also aims at developing all aspects of character (behaviour motivation included). In the past the problem of teachers' training was discussed in an abstract way; the teacher should have a model personality. Nowadays the theory is based on a thorough analysis of the existing situation (conditions of teachers' work, their social status, identification with profession, motivation of work). Intensification of educational work with students - future teachers, should concern not only the program and methods of studies, but also integration of

theory and practice, knowledge and activities. This can be achieved by:
1. coordination between majors, on one hand, and ideological and pedagogical subjects, on the other;
2. integration of scientific theories with practice training in schools, environment, students' organizations, and the like.

54. MUSZYŃSKI, HELIODOR. Ewolucja problemów etyki zawodowej nauczyciela. (Evolution of Teacher's Ethics). Chowanna. XII (XXIII) 1968 No. 3 pp. 324-337.

Demands for the moral standard of teachers were always high, and they were always determined by the moral ideal prevailing at the time. Those demands, however, were not resulting from the realization of special tasks and duties of the profession, but merely from the avareness that tresspassing of existing laws was more dangerous in case of teachers, who are models for the young, than in other cases. Modern theories connect demands with specific character of practised profession. Vocational ethics of teachers is not static, but dynamically determined by changing social conditions which in turn transform the model of the teacher's profession.

55. NOWACZYK, STANISŁAW. Książka pedagogiczna w pracy dydaktyczno-wychowawczej nauczyciela. (Pedagogical Books in Teacher's Educational Work). Warszawa, Nasza Księgarnia, 1968. 192 pp.

The aims of the book are:
1. to find out how far the potential active force inherent in pedagogical books is integrated into practical work of teachers,
2. to design a program aiming at the increase of the pedagogical publications impact on teaching and educational processes.

In order to answer the first question the author analyzed materials of three kinds: documents, reports, and questionnaires (all written by practising teachers). General conclusion is that though popularity of pedagogical books is rather high, the practical application of their contents too small. Active methods of reading should be perfected, thus leading to integration of theory and practice.

56. RACEWICZ, ALICJA. Początek wielkiej reformy. (Beginning of a Great Reform). Głos Nauczycielski. LI 1968 No. 33 pp. 2-3.

The problem of teachers' training is a most important element of educational system. The standard of teachers' qualifications determines the standard of teaching in schools. Already in 1919, teachers' union authorities proposed the introduction of advanced studies for primary school teachers. The proposal was not realized at the time, though it regularly reappeared during all discussions on the Polish educational system. Discussion problems for the 5th Congress of the Polish United Workers' Party include a proposition for gradual transformation of twoyear teachers' colleges into three-year advanced schools for primary school teachers. In the academic year 1968-69 three of the existing teachers' colleges (in Białystok, Szczecin and Warsaw), will introduce a program of advanced studies.

57. WOJCIECHOWSKI, KAZIMIERZ. Czy nadmiar kadr. (Is There a Surplus of Teachers?). Głos Nauczycielski. LI 1968 No. 34 p. 3.

Since the end of World War II the demand for teachers in Poland greatly exceeded their supply, as the result of heavy war losses (19 000 teachers killed), and great development of education (obligatory primary schooling for all children). Last school year brought the reversal of the situation: graduates of teachers' colleges had difficulties in finding jobs. Does it then mean that there is a surplus of primary school teachers? The author auswers the question in the negative, thus motivating his opinion:

1. not all practising teachers are fully qualified for their jobs,
2. a great number of teachers is approaching the retirement age,
3. almost all teachers are heavily overworked.

58. WOJCIECHOWSKI, KAZIMIERZ. Turystyka a wrażliwość estetyczna nauczycieli. [R.E.] (Tourism and Esthetic Sensitivity of Teachers). Kwartalnik Pedagogiczny. XIII 1968 No. 3(49) pp. 111-128.

Toursim and sight-seeing have great educational and cultural values. Modern era witnesses great development of these forms of entertainment, but in order to appreciate them fully, several conditions must be fuifilled, one of them being esthetic sensitivity and artistic perception. An investigation on these abilities of primary school teachers ascertained that though they fully appreciate the role of artistic excursions, they are not properly

equipped for the role of guides and organizers (poor knowledge of the history of art and of art appreciation). The conclusion points out to the necessity of theoretical basis for the pedagogy of tourism.

59. ZACZYŃSKI, WŁADYSŁAW. Praca badawcza nauczyciela. (Teachers' Scientific Work). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 222 pp.

Scientific works in pedagogy are conducted not only by scholars and theoreticians of the subject but also by practitioners: teachers and other educational staff. The present book contains a thorough analysis of scientific method necessary for pedagogical expertimenting and research, and contains following sections:

1. Introduction to pedagogical research.
2. Phases of scientific research.
3. Working hypothesis - role, origin, forms of verification.
4. Advantages and limitations of the observation method.
5. The pedagogical experiment method.
6. Pedagogical tests.
7. The sociometric method - investigation of social relations in the same-age group.
8. The questionnaire and interview method.
9. Analysis of documents.
10. Analysis of statistical data in pedagogical research.

60. Z narady kuratorów. (Conference of School Inspectors). Głos Nauczycielski. LI 1968 No. 35 pp. 1, 5, 6-7.

A report on the conference od school inspectors organized before the beginning of the school year 1968-69. In the conference participated representatives of the school authorities, with the Minister of Education and Higher Education, Professor Henryk Jabłoński. The leading discussion subjects were:

1. teachers' participation in the nationwide discussion before the 5th Party Congress,
2. summing-up of achievements of the last period,
3. tasks for the future.

Among these are:better organization of school network, improvement of work in Vocational Advisory Centers, reform of teachers' training, realization of political education program.

SCHOOLS AND INSTYTUTIONS

(by type or level)

P r e s c h o o l

61. MILLER, ROMANA. Przeobrażenia współczesnej rodziny i jej wpływ na dzieci w wieku przedszkolnym. (The Impact of Changes in the Modern Family Model on Children of Preschool Age). Wychowanie w Przedszkolu. XXI 1968 No. 7-8 (219-220) pp. 337-346.

The former type of productive family almost completely disappeared, its substitute being a consumer family (with both parents working outside home). The character of the family, formerly based on the father's authority, has now become egalitarian,democratic.As a result of women's work, various educational institutions developed, yet no matter how well organized and conducted they are, they cannot fulfill two basic functions of the family:

1. emotional - giving a sense of security and belonging, love and affection,
2. cultural - teaching the language and basic forms of behaviour, providing information on the surrounding world, introducing into basic norms of co-existence.

It seems that best educational results are achieved in these families where children are treated as partners having their own share of tasks and duties, and where relations between all numbers of the family are based on love, understanding and respect.

P r i m a r y

62. JANICKI, JAN. Nie ilość ale jakość. (Quality Instead of Quantity). Problemy Opiekuńczo-Wychowawcze.1968 No. 8 (121) pp. 6-10.

Modern school is to prepare pupils for three basic tasks:

1. active social involvement,
2. creative fulfillment of vocational work,
3. active participation in cultural life.

The realization of educational aims connected with these tasks can be assisted by the coope-

ration of youth organizations. An investigation on the activities of youth organizations in primary schools conducted in Łódź shows a noticable discrepancy between active and passive participation in youth organizations. Though a great number of pupils belongs to the Polish Pathfinders' Association, School Red Cross Organization, school cooperatives, the educational influence of these organizations "exists only in the adults' imagination", says the author. The activities of youth organizations should be evaluated by qualitative instead of quantative results.

63. MARCINIAK, TADEUSZ. Doskonalenie podstawowych technik w wychowaniu plastycznym klas I-IV. (Teaching Basic Artistic Techniques in Grades 1-4 of Primary Schools). Życie Szkoły. XXIII 1968 No. 7-8 (255--256) pp. 49-57.

New concept of artistic education in schools rejects illustration and imitation of reality. Children's artistic activity interprets or projects their vision of the surrounding world - various artistic techniques are to help in finding best possible ways of expression. Presentation of various techniques of drawing and painting, manipulating of various materials in carving and spatial structures should be connected with development of children's creativity, esthetic perception, general intellectual curiosity. In the past, drawing classes were the end of spontaneous desire for artistic expression, nowadays the objective of artistic education is to develop it, thus prompting a harmonious development of the child.

64. ORYL, MIECZYSŁAW. Szkoła na wsi eksperymentuje. (Experiments of a Rural School). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 207 pp.

The book is written by a headmaster of a primary school in Radzanów (a small town in a rural district), who organized an experiment aiming at improvement of teaching results. The experiment was preceded by a long period of preparatory works (sociological investigation on the environment, preparation of teachers for the task, examination of pupils' health and living conditions). In the course of the experiment it was established that a thorough knowledge of pupils is the first condition of the efficiency of teaching, which is then improved by:

1. modernization of methods, means and forms of teaching,
2. introduction of the problem teaching method in a class divided into small groups,
3. organization of special make-up courses for pupils retarded in school progress.

65. PODSIADŁOWICZ, MARIA. Wyniki badań nad kształtowaniem odpowiedzialności u uczniów klas I-IV szkoły podstawowej. (Developing a Sense of Responsibility in Pupils of Lower Grades of Primary Schools). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp. 243--257.

A sense of responsibility is here conceived of as a desire for the best possible fulfillment of duties combined with a readiness for taking all consequences of one's own actions. The experimental development of children's sense of responsibility was conducted in primary schools in Lublin, and lasted two years. The assumption of the experiment was that a sense of responsibility is being developed in the course of fulfilling tasks assigned by educators (teachers, parents). The experiment confirmed the assumption: the work may begin already in the first grade but must be carried out systematically according to well-prepared plan.

66. RADWIŁOWICZ, RYSZARD. O kształtowaniu u uczniów klas niższych wartościowych postaw i przekonań światopoglądowych. (Forming Attitudes of Young Pupils). Życie Szkoły. XXIII 1968 Nr. 10 (258) pp. 1-9.

Forming desirable social and political attitudes of pupils is an important task of the school. There are three methods of achieving this aim:
1. imparting knowledge on the subject thus appealing to reason,
2. organising special activities forming some attitudes in practice,
3. appealing to pupils' emotions.

To be really effective all these methods should be combined in school practice and based on two fundamental principles of the socialist world view, that is scientific and democratic character.

67. WASYLKOWSKA, KSENIA. Z badań nad stosunkiem uczniów do szkoły. (Pupils' Attitude to School). Ruch Pedagogiczny. X (XLII) 1968 No. 3 pp. 321-329.

A report on an introductory investigation on pupils' attitude to school. The investigation

was conducted by the author, and covered 110 pupils of primary schools in Wrocław. Following problems were discussed:
1. pupils' attitude to their teachers,
2. pupils' attitude to school as an educational institution,
3. pupils' attitude to material conditions of the school,
4. pupils' attitude to school life.

Opinions of pupils differ considerably, yet it was established that positive attitude to school is determined by:
1. esthetic appearance and good equipment of the school,
2. value of knowledge accessible there,
3. organization of school life,
4. friendly and tolerant teachers.

Negative attitude to school is a result of:
1. inefficient organization of school life,
2. teacher-pupil relations,
3. unpleasant situation in the school grade.

.68. WIĘCKOWSKI, RYSZARD. Projektowanie badań eksperymentalnych w szkołach z klasami łączonymi. (Planning Experiments in One-Teacher Schools). Klasy Łączone. XI 1968 No. 4-5 (59-60) pp. 209-219.

The importance of pedagogical experimenting is unquestionable, though methodology and organization of the experiments must be carefully worked out in every case. The present article discusses some problems concerning experimental teaching Polish in lower combined grades of primary schools. The classes proposed in the experiment are based on an analysis of a series of pictures illustrating a simple story or anecdote (description of objects in the picture and their situation, ascertaining cause-result connections, telling the story presented, etc.). The classes aim at developing pupils' ability of relating simple anecdotes, and expressing their thoughts in speach.

See also: 12, 13, 15, 22, 39, 45, 72.

S e c o n d a r y

69. BUKOWSKI, JERZY. Maturzyści i studia wyższe. (High School Graduates and University Studies). Nowa Szkoła. 1968 No. 5 pp. 14-18.

The author, a professor of Warsaw Polytechnic (Technical University) discusses some problems pertaining to contacts betwen secondary and

advanced education. Discusions on the subject are often based on false premises: one of them is that all high school graduates should have an opportunity of further studies. Increasing popularisation of secondary education makes this assumption impracticable: not all graduates are intellectually equipped for or interested in university education. The problem is how to select best candidates for these studies from among school graduates. At present the decision of entering the university and the choice of specialization is often made not by the young people themselves but by their parents, or results from the environmental pressure (hence a smaller number of candidates from working-class and rural families where there is no tradition of university education).

70. ROGALSKA, KRYSTYNA. Sygnały i wnioski. (Indicators and Conclusions). Głos Nauczycielski. LI 1968 No. 28 pp. 4-5.

An analysis of the results of this year entrance examinations to high schools is to determine two problems:

1. how far is the quality of teaching in primary schools improved,
2. is the percentage of children of working class (rural and urban) background increased?

The analysis of entrance examinations in a Warsaw high school in Wola (a workers' district) show a slight improvement in the results obtained in the Polish language and literature, but almost none in those in mathematics (a great percentage of failures). Though children of working class families were given preference in admittance, the number of accepted pupils of this class is only shightly larger than last year. Questions concerning the general knowledge of candidates naturally helped those children who come from better educated families.

See also: 1, 4, 14.

V o c a t i c n a l

71. JONKISZ, JULIAN. Czynniki niepowodzeń w nauce uczniów przyzakładowych szkół zawodowych. (Determinants of School Failures of Pupils of Factory Vocational Schools). Szkoła Zawodowa. 1968 No. 5 (290) pp. 32-34.

Pupils of factory vocational schools are rarely recruited from among best pupils of primary schools: they are usually older than their colleagues of normal vocational schools, they often present educational problems to their parents and teachers, and as a rule are more interested in earning money than in the acquisition of knowledge. Educational results obtained in such a situation are far from being satisfactory. An investigation on the subject conducted in several factory schools in Wrocław established that 40,5% of pupils drop cut before completing the three-year course. This appallingly high percentage points out to some shortcomings in the organization and program of factory vocational schools.

72. RACZKOWSKA, TERESA and DĄBROWSKI, ZYGMUNT. Treść i forma techniczna programów telewizyjnych w opinii uczniów i nauczycieli. (TV Educational Program in Technology Appraised by Teachers and Pupils). Wychowanie Techniczne w Szkole. VIII 1968 No. 5-6 (70) pp. 200-214.

Results of an investigation on the TV Educational Program in Technology conducted by the Department of Polytechnical Education at the Institute of Pedagogy in the school year 1966--67. The investigation was conducted by the questionnaire method and covered teachers and pupils of selected primary schools in big and small towns, as well as villages. The investigation established the popularity of the "problem" program (presentation and solution of a technical task), visually presented and orally explained by the commentator.

See also: 48, 86.

H i g h e r

73. BOGUSŁAWSKI, ANDRZEJ. W sprawie studiów neofilologicznych. (Neo-Philological Studies). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 51-60.

The present system of neophilological studies is not really adjusted to the existing needs confronting the graduates of these departments. The author proposes a radical reform of the system, basing his argument on the following elements:

1. social and humanistic education should constitute an important part of the whole educational system for the young,

2. adults' interests in culture and literature are growing(hence necessity of translation and popular publications),
3. fluent knowledge of foreign languages is necessary for a relatively small number of people whose professional tasks can be fulfilled without neophilological education.

The first two elements point out to the necessity of training specialists in literature and culture of foreign countries, the third - to the requirement of good schools of languages. Neophilological studies should prepare students for their future work of teaching and popularizing humanistic values (in- or outside schools), and therefore the whole system of studies should be literature-oriented (good knowledge of the language desirable,but not indispensable).

74. DAWYDZIK, LECH. Problemy zatrudnienia absolwentów. (Problems of Graduates' Employment). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 165-175.

The article presents the opinion of the Polish Students' Association on the act of graduates' employment. The Association actively participates in the realization of the act and is therefore qualified for its critical evaluation. One of the basic problems ensues from various interpretations of the act by the authorities, another from the excessive number of various rules and regulations, which, moreover, are not easily accessible. Future employers not always fulfill their obligations (especially those concerning facilities for graduates). Graduates' preferment for big urban centers is justifiable: both working and living conditions are better (besides obvious attractions and advantages of city life). The system of founded scholarships for students excellent in theory,in practice is not always working (insufficient practice training in the institution providing the grant, specializations unrelated to the character of future job, etc.).

75. Filie wyższych uczelni pomogą w walce z deficytem kadr kształconych. (University Branches Help to Supply Qualified Staff). Życie Warszawy. XXV 1968 No. 261 (7794) p. 3.

An interview of the Życie Warszawy daily with the Minister of Education and Higher Education, Professor Henryk Jabłoński. In many important branches of the national economy there is still a great demand for qualified staff. The existing university centers cannot supply

the necessary number of specialists. The quantitative development of large universities would be too expensive and therefore unadvisable. The Minister proposes another solution, namely organization of university branches in small towns. Beside basic aim of supplying specialists, this solution will have other advantages: closer cooperation of scientific and teaching processes with the needs of local industrial and economic centers, cultural development of all districts, easier access to universities for young people from the provinces.

76. GEPPERT, MAKSYMILIAN. Uwagi o nauczaniu psychologii w WSP. (Teaching Psychology in Advanced Schools of Pedagogy). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 70-78.

Psychology constitutes an important part of training students in advanced schools of pedagogy. The importance of psychology for future teachers is obvious, yet the present program of this subject does not answer the practical needs: general psychology is lectured during the freshmen year(the course is only optional), the allotment is too small, there are not enough seminar type classes and no practice training in educational centers. The author proposes:

1. an increase of the time allotment for psychology classes,
2. the introduction of seminar type classes,
3. organization of practice training in various institutions,
4. obligatory examination im general psychology,
5. introduction of a new subject: "studying the pupil",
6. transfer of all courses in psychology to junior and senior years (at present they are included in the program of the freshman and sophomore years).

77. Informator Nauki Polskiej 1968. (Directory of Polish Science). Edited by Jerzy Kozłowski. Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 564 pp.

Directory of Polish science is a regular annual publication containing a list of all scientific institutions in Poland (Polish Academy of Sciences, universities, all kinds of advanced schools, research institutes, archives, museums, libraries, scientific societies and organisations), and an index of names of scientific staff employed there.

78. KIETLIŃSKA, ZOFIA and ZARZYCKA-SKRZYPEK,JOLANTA. Egzaminy wstępne na wyższe uczelnie. (University Entrance Examinations). Nowa Szkoła. 1968 No. 5 pp. 18-24.

The aim of research on the university entrance examination system is twofold:
1. to determine reasons of a large percentage of failures,
2. to find a most efficient recruitment system.

The Department of Teaching and Educational Methods of Warsaw Polytechnic (Technical University) investigated three groups of respondents:
1. university teachers,
2. high school teachers of the entrance examinations subjects,
3. freshmen.

Most of them gave as the reason for failure a poor preparation of candidates, and, in several cases, unmotivated choice of study specialization. The adequacy of examination as only recruitment criterion was also questioned.Special tests conducted in last grades of high schools might help in selecting best candidates for university studies.

79. KLEMENSIEWICZ, ZENON. Wychowawcze wartości pracy dydaktycznej. (Educational Values of Teaching). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 15-22.

Education aims at developing man's personality in a way desirable for him and for society. Schools of all types and levels organize educational activities aiming at formation of various aspects of man's character: intellectual, moral, citizenship, esthetic, physical, and the like (the spheres of influences are not sharply divided). Pedagogical ideal is to make teaching educational both in its intensity and diversity of activities. The realization of this ideal in advanced schools is not easy: university teachers deal with adults whose personality is usually already developed, moreover contacts between teachers and students are limited. The only possibility seems to lie in using educational values inherent in the program of studies (exemplified by the author on the course in Polish literature).

80. KOJ, LEON. Studium logiki na wyższych uczelniach w świetle nowego programu szkół średnich. (A University Course in Logic and a New Teaching Program of High Schools). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 61-69.

The new teaching program introduced to high schools in 1967 does not contain logic as a seperate subject, but its elements are included in the programs of other subjects (Polish, mathematics and physics). These elements, however, refer to traditional logic completely neglecting the twentieth century achievements in this field. A university course in general logic for students of all departments(except mathematics and philosophy majors who have an extended program in this subject) should therefore make up for this shortcoming. As first graduates of reformed high schools will enter universities in 1971, there is still enough time to work out new programs and prepare textbooks for this subject which importance is noticeably growing in all scientific disciplines.

81. KOWALSKA, BOŻENA. Reforma w akademiach. (Reform in Academies of Fine Arts). Polityka. XII 1968 No.38 (603) p. 6.

Academies of Fine Arts and advanced artistic schools are artist-training oriented. The results are: disappointment of graduates who cannot find jobs after a period of long (6 years) and expensive studies, on one hand, and an unsupplied need for artistic designers in industry and other branches of the national economy, on the other. The situation must be changed. The proposition is to change the proportion of admittance to departments of pure and applied arts, and to extend the program of studies with theoretical subjects(pedagogy, philosophy, sociology, psychology, etc.).

82. KRZYSZTOSZEK, ZOFIA, and others. Badania umiejętności myślenia kandydatów na studia w WSR. (Investigation on Reasoning Abilities of Candidates for Studies at the Advanced School of Agriculture). Szkoła Zawodowa. 1968 No. 6 (291) pp. 30-31.

Candidates for studies at the Advanced School of Agriculture in Lublin, in 1967, were subjected to psychological examination. The examination which concerned reasoning abilities of candidates was conducted by J. G. Raven's perceptive test, and established:

1. candidates for agricultural and zootechnical departments have difficulties with analytic and synthetic thinking; average results - poor;
2. candidates for gardening department show an ability for concentration, difficulties in analytic and synthetic thinking;

3. 23,3% candidates for mechanization of agriculture department solved the test with very good results;
4. candidates for veterinary department obtained good results;some difficulties with analytic and synthetic thinking occured.

83. NOWACKI, WITOLD. Podstawowe kierunki działalności Polskiej Akademii Nauk.(Basic Trends in the Activity of the Polish Academy of Sciences). Nauka Polska. XVI 1968 No 4(76) pp. 1-13.

During the last three years of its activity the Polish Academy of Sciences undertook several works of basic importance for Polish science. The most important is a preparation of a perspective plan for the development of Polish science. Scientific committees of the Academy prepared 37 key problem research projects for seperate disciplins, and on their basis worked out a memorandum on the situation and needs of the Polish science for party and government authorities. Works of local centers of the Academy were intensified thus leading to the reorganisation of the Academy structure.Important political events and historical anniversaries were celebrated by special scientific sessions and publications. The most important tasks for near future are:
1. critical analysis of the situation in social and political sciences,
2. discussion on educational and ideological functions of science and teaching (of all levels),
3. organisation of best forms of scientific research in the country.

84. PRZECISZEWSKI, TADEUSZ. Kryteria awansu.(Criteria for Scientific Advancement). Głos Nauczycielski. LI 1968 No. 26 pp. 1 and 6-7.

There are three groups of criteria determining advancement of scientific staff: teaching, educational and scientific(individual research and publications). Until recently, the last dominated over the former two. The author proposes to make all three equally important, especially in the advancement of junior scientific staff. Of course, the importance of the third condition in the development of scientific staff is self-evident, but the existing administrative rules often hindered in practice the individual scientific progress by making to many formal legal demands.

85. SIEDLECKI, WŁADYSŁAW. Głos w dyskusji nad strukturą szkoły wyższej. (Remarks on the University Structure). Życie Szkoły Wyższej. XVI 1968 No. 9 pp.27--33.

In the coming reform of the university structure the traditional chair is to be substituted by an institute. The project seems advisable though some chairs cannot be mechanically included in institutes.The institute councils will be responsible not only for scientific development, but also for the success of educational activities (functions of pedagogical councils in high schools). The institute will also organize direct cooperation with students in teaching and scientific processes. Participation of students' body representatives in the institute council, as well as cooperation of institutes with students scientific clubs seem highly advisable.

86. SKONIECZNY, MIECZYSŁAW. Dobór i układ treści kształcących w elektrotechnice.(Selection and Arrangement of the Program Material in Electrotechnology). Szkoła Zawodowa. 1968 No. 6 (291) pp. 5-8.

Electrotechnology and electronics are most important factors of technical progress. Vocational schools training specialists in these fields, must have a good extensive program of mathematical and natural sciences; as important as forming certain manual skills of pupils is teaching them the theoretical basis of the process, thus developing their intelligence, reason and character. Specializations acquired in these schcols belong to the future - and so the training system must be also modern. The article presents the arrangement of the teaching program in electrotechnology:
1. Electrotechnology and progress,
2. Electrotechnology as a teaching program,
3. Structure of material,
4. Spiral arrangement of material,
5. Logical systems methods.

87. STĘPOWSKI, MICHAŁ. Seminarium doktorskie w zakresie organizacji produkcji. (Doctoral Seminar in the Organization of Production). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 98-109.

Doctoral seminar in the organization of production was organized in 1966 by the Chair of Economics and Organization of Production at the Department of Mechanics of Warsaw Polytechnic (Technical University). The aims of the seminar are:

1. the organization of post-graduate studies in economics and organization of production and work,
2. determination of modern and efficient forms of these studies,
3. preparation of a future ideal model of studies on the basis of experience obtained.

The majority of the seminar participants has a practical experience in the field, the seminar discussion papers are presented by scientists and practitioners (managers and engineers of big factories). The integration of theory and practice in scientific work seems so far entirely successful.

88. STUDNIAREK, ZBIGNIEW. Asystenckie dylematy. (Instructors' Dilemmas). Życie Szkoły Wyższej. XVI 1968 No. 9 pp. 51-60.

Instructors' dilemmas result from a variety of tasks confronting a university graduate who begins his scientific career. University program aims at best possible training for professional career; an average graduate is not prepared for independent scientific work. Hence, a young instructor has to acquire habits and methods of scientific work being at the same time burdened with educational and teaching duties. The opinion that he neglects the latter to fulfill the former is not really well-founded; in fact, mone of these tasks can be properly realized. The idea of publications of young instructors is also slightly distorted - being obligatory they often hinder the fulfillment of other duties. The author suggests an organization of a special periodical favouring discussions of the young.

89. SZUBA, JERZY. O nowy model socjalistycznej uczelni technicznej. (A New Socialist Model of Technical University). Życie Szkoły Wyższej. XVI 1968 No. 9 pp. 16-26.

The present organizational structure of technical universities does not adequately fulfill the tasks of these schools: the balance of education teaching and scientific work is disturbed. Preferment of the two latter elements and the neglect of the first severly damage proper functioning of universities. Silesian Polytechnic (Technical University) proposes a reorganization according to the following principles:

1. organization of basic sciences department (mathematics and applied mathematics, physics and technical physics),

2. new concept of chairs (a complex of units of related specializations) directed by heads responsible for scientific teaching and educational tasks, and helped by the chair council,
3. inclusion of doctoral studies into the program of regular day studies,
4. organization of an environmental "Brain Bank" consisting of various specialists (scientific and technical) qualified for solving important problems.

90. 300 tysięcy studentów w 77 wyższych uczelniach rozpoczyna nowy rok akademicki. (300 000 students in 77 Advanced Schools Begin a New Academic Year). Życie Warszawy. XXV 1968 No. 237 (7770) pp. 1 and 4.

A press report on the inauguration of the academic year 1968-69 in universities and other advanced schools. For the first time the inauguration is celebrated in capitals of all voievodships(Polish administrative districts), as they all have at least one institution of higher education. The first inauguration of academic year in a newly-founded Silesian University in Katowice was celebrated by a speech of Prime Minister, Mr Józef Cyrankiewicz, addressed to the staff and students of all universities in Poland (see: 5).

91. ZAWADZKA, ANNA. Wstępny okres pracy zawodowej absolwentów pedagogiki Uniwersytetu Wrocławskiego.(The First Period of Vocational Work of the Graduates of the Pedagogy Department at Wrocław University). Kwartalnik Pedagogiczny. XIII 1968 No. 3 (49) pp. 209-222.

The investigation discussed in the present article concerned a relatively small number of people,namely 25 graduates of the Pedagogy Department at Wrocław University who completed their studies in 1965-66. The author had been a tutor of these students for five years, hence her good knowledge of the respondents. The investigation was to establish whether pedagogical studies enabled the graduates to find appropriate employment,and whether their theoretical and practical knowledge is sufficient for fulfilling their duties. The answer to both questions is positive, though there are several additional conclusions drawn from the investigation results:

1. the system of founded scholarships is not verified in practice (the majority of grantees is not working at the founder's),

2. study specialization should be chosen already during the third year of studies and should be strictly correlated with future professional work,
3. practice-training must be better organized.

See also: 5, 6, 69, 94.

A d u l t

92. KALABIŃSKA, MARIA. Reforma ogólnokształcącego szkolnictwa dla pracujących. (Adult Education Reform). Oświata Dorosłych. XII 1968 No. 7 (96) pp.387-394.

The 1961 Act on the development of schools and education in Poland postulates an equal educational standard for graduates of all types of schools. The program of schools for adults (primary and secondary) must be therefore adjusted to the reformed programs of normal schools. Works leading up to the realization of this postulate concentrate on the following problems:
1. organization of adult training,
2. organization and program of primary schools for adults,
3. programs and textbooks for schools for adults,
4. reform of high schools for adults.

93. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres 1 IV - 31 V 1968. (Bibliography of Adult Education for April-May, 1968). Oświata Dorosłych. XII 1968 No. 7 (96) pp. 445-448.

A serial bibliography published regularly in the Oświata Dorosłych(Adult Education)monthly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland in the given period.This issue covers April-May, 1968,and contains following sections:
1. General Problems.
2. Studies,Self-Instruction and Improving the Qualifications of Adults.
3. Cultural and Educational Activities.
4. Reading Interests and Libraries.

94. KRUSZKA, KAZIMIERZ. Sprawność nauczania a struktura społeczno-zawodowa słuchaczy I roku studiów zaocznych. (Efficiency of Studies and Social and Professional Structure of Freshmen of Extramural Studies). Życie Szkoły Wyższej. XVI 1968 No. 9 pp.78--88.

Teaching and studying problems at extramural university courses are very complex. Successful cooperation between teachers and students there is determined by various factors, qualitatively and quantatively different from those in other forms of studies. The Chair of Statistics at the Advanced School of Economics in Poznań conducted a research work aiming at determining relations between social and professional structure of freshmen, and the efficiency of studies achieved during the first year of extramural studies. It seems that connections between these two groups of elements are rather vague; the efficiency of studies is determined by the candidates' preparation for university studies, and by the organization of the teaching process.

95. KWAŚNIEWSKI, JERZY. Niektóre aspekty studiów dla pracujących w opiniach przedstawicieli zakładów pracy. (Some Aspects of Studies for Adults). Życie Szkoły Wyższej. XVI 1968 No. 7-8 pp. 110-121.

The Institute of Research on Higher Education conducted a research work on studies of adults and on the situation of studying adults in their place of employment. The research was conducted in the school year 1966-67, by means of questionnaires answered by directors and managers of institutions whose employees were studying (a novum in the research works on the subject: usually students themselves are investigated). The results obtained cannot be considered final yet are representative (a large number of respondents competent in their opinions).
The questions concerned the following problems:

1. planning of employees' studies (47,2% - yes, 36,1% - no, 4,7% - undecided),
2. advanced studies or other forms of training (37,4% - yes, 32,4% - no, 26% - both),
3. assistance for students given by various organizations (29,4% - yes),
4. the length of study period (76,5% - adequate, 21,7% - too long, 1,8% - too short),
5. giving permit for undertaking studies (refusals are rare, and justified).
6. general evaluation of the validity of studies (8,5% - very high, 63,6% - high, 27,7% - average, 0,2% - low.),
7. proposals submitted by the respondents concerned organization and program of studies for adults.

96. SOSNOWSKI, TEOFIL. Oświata zawodowa dorosłych. (Vocational Education for Adults). Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1968. 240 pp.

A thorough presentation of all aspects of vocational education for adults divided into the following problem sections:

1. Vocational education for adults and its role in the educational system.
2. Developmental possibilities of adults.
3. Profession in industrial society.
4. In-plant training.
5. Qualification titles.
6. Secondary vocational schools for adults.
7. Advanced vocational schools for adults.
8. Post-graduate vocational courses.
9. Popularization of technical culture.
10. Institutions of Vocational Education for adults.

See also: 2.

S p e c i a l

97. KORZEWNIKOW, IZABELLA. Młodzież przestępcza w grupach półwolnościowych. (Juvenile Delinquents in Semi-Free Groups). Warszawa, Wydawnictwo Prawnicze, 1968. 200 pp.

The book consists of two parts. The first is a historical survey of various methods of reeducating juvenile delinquents, such as: Makarenko's, Borstal. The semi-open system is given special consideration as it was applied in the experiment the discussion of which covers the second part of the book. The experiment covering a group of 100 boys in a semi-free group, aimed at establishing intelligence level and personality traits of juvenile delinquents, as well as relations between these two character aspects and their possible impact on behavior. It was established that success of the reeducation process depends largely on the thorough knowledge of various categories of delinquents (need for psychological, psychiatric, criminological and sociological investigation), which secures differentiation and individualization of methods applied.

98. OSTRIHAŃSKA, ZOFIA. Opóźnienia szkolne a poziom inteligencji nieletnich przestępców. [R.E.] (School Retardation and Intelligence Level of Juvenile Delinquents). Psychologia Wychowawcza. XI/XXV/ 1968 No. 3 pp. 318-336.

Considerable school retardation is more frequent among juvenile delinquents than among normal school children. It is therefore important to determine whether their intelligence

level is lower, though, due to a variety of tests used, it is difficult to reach decisive conclusions. The Institute of Criminology at the Polish Academy of Sciences investigated a group of juvenile recidivists by means of the Wechsler-Bellevue test and obtained the following results: morons constituted 9% of the whole, mentally retarded and/or deficient - 29%. Thus with 38% altogether a lower intelligence level could cause difficulties at schools of elementary level. Retardation in learning on part of juvenile deliquents is not only connected with low intelligence level, however, but also with predominance of non-verbal over verbal abilities, educational neglect,low cultural standard of families and environment, and certain personality traits.

See also: 3.

MISCELLANEOUS

99. BILL, ZDZISŁAW and RYBIŃSKI, JERZY. 100 lat ruchu gimnastycznego w Polsce. (100 Years of Gymnastics in Poland). Warszawa, 1967. 352 pp.

A publication conmemorating the 100th anniversary of gymnastic movement in Poland.Contains a short historical sketch on the development of physical education program(the role of the 18th century Committee of National Education), and on the organization and activities of the first gymnastic club Sokół founded in 1867, lists of names of all sportsmen active in the field of competitions and tournaments(Polish and international). A short report on the activities of the Polish Gymnastic Association in the years 1966-67 is also included.

100. Gimnastyka sportowa. (Sport Gymnasties). Edited by K. Barański and K. Winnicka. Warszawa, Sport i Turystyka, 1968.

The development of sport gymnastics in Poland was for many years hindered by authorities favorving Swiss gymnastics of more popular character.The training was conducted by sport clubs and other extramural institutions in rather difficult conditions(lack of necessary equipment). The present work contains theoretical bases for practical development of sport

gymnastics. It is adjusted to physical and psychic characteristics of various developmental stages of young people, and contains instruction on the planning and controlling of training, organisation of competitions, classification of results, training and instruction methods. A set of exercises is also included.

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